Training Curriculum

(Face to face training)

prosperes.eu

The ProSPeReS Consortium

Security experts, security research and academic institutions, providers of technical solutions and services

Law enforcement agencies (LEAs)

Faith-based organizations

CONTENTS

Introduction

Overview and Scope

Generally, a training curriculum provides a structured and organized framework for learning and development. It delineates the objectives, content, and methodologies intended to bolster knowledge, skills, and competencies in a specific domain or discipline. The principal objectives of a training curriculum encompass:

- **Knowledge Acquisition:** Ensuring participants grasp the subject matter or skills conveyed. This involves imparting theoretical concepts, principles, and facts pertinent to the training subject.
- **Skill Development:** Facilitating participants acquire practical skills and capabilities essential for executing specific tasks or job functions. This typically encompasses hands-on training, simulations, practice drills, and real-world applications.
- **Competency Enhancement:** Augmenting participants' expertise and adeptness in a distinct area. This might include fostering critical thinking, problem-solving, communication, leadership, teamwork, or other foundational skills.
- **Performance Improvement:** Amplifying participants' efficacy in their extant roles or duties. The training curriculum should pinpoint and address gaps in knowledge or skills, aiming to bridge them to realize enhanced outcomes.
- **Behavior Change:** Steering participants' attitudes, actions, and perspectives towards constructive and aspired outcomes. This could involve nurturing a continuous learning ethos, endorsing ethical conduct, or ingraining specific organizational values.
- **Evaluation and Feedback:** Assessing the efficacy of the training initiative and eliciting feedback for incessant enhancement. Periodic evaluation and feedback channels facilitate the pinpointing of strengths, shortcomings, and avenues for further growth.

The ProSPeRes training curriculum is designed to equip learners with the requisite knowledge and skills to heighten their cognizance and comprehension of potential hazards to religious sites. The curriculum also enlightens learners on advocated preventive measures and responsive actions to safeguard these locales.

Target Audience

- staff of religious sites (mainly)
- officers of public services (police, fire-fighters)
- volunteers engaged in ensuring security of religious sites and events.

The training curriculum is principally designed for PERSONNEL WORKING AT RELIGIOUS SITES, encompassing a wide range of roles from administrative to maintenance staff. This curriculum is rooted in a flexible and modular concept, making it adaptable to various learning needs. Beyond the immediate staff of religious sites, its comprehensive content may also prove invaluable to officers from public services, such as police and firefighters. These officers often find themselves in situations where knowledge about religious sites can be crucial for effective service delivery. Additionally, volunteers, who play a pivotal role in bolstering the security of religious venues and associated events, can significantly benefit from this curriculum. This adaptability ensures that a broader audience can acquire skills and knowledge that are both pertinent and practical.

The ProSPeRes curriculum consists of an introductory module and four main modules.

Structure

The ProSPeRes training curriculum is structured into four primary modules plus the introduction module, with each encompassing multiple units. The curriculum's objective is to equip trainees with specialized knowledge and skills to bolster the protection of Places of Worship (PWs) from terrorist threats and other anthropogenic risks. The educational goals of each module are crafted in alignment with Bloom's Taxonomy, which categorizes learning objectives across various cognitive tiers.

The introductory module provides a backdrop to the ProSPeRes project, elucidating its objectives. It offers a brief on the training programme and curriculum, emphasizing its modular approach and target audience. Key training delivery methods are touched upon, spanning face-to-face materials, e-learning resources, and a Virtual Reality (VR) demonstrator. The module rounds off with a succinct guide on effectively navigating the ProSPeRes Training Curriculum.

The initial pair of modules adopts a predominantly theoretical orientation. The first module elucidates the essential understanding required to conceptualize the protection of PWs from potential terrorist threats, viewing it through the paradigm of suitable targets, motivated perpetrators, and adept guardians. Conversely, the second module acquaints religious staff, emergency responders, and Law Enforcement Agency (LEA) personnel with contemporary theories and a spectrum of tools, both tangible and conceptual. These are geared towards amplifying the security measures of religious locales within the EU, shielding them from terrorist activities and other man-made challenges.

The subsequent modules, Modules 3 and 4, pivot towards a hands-on methodology, emphasizing skill acquisition. The third module imparts foundational insights, rudimentary competencies, and desired behavioral responses essential for thwarting, identifying, and

addressing Chemical, Biological, Radiological, and Nuclear (CBRN) threats, particularly those manifesting as terrorist aggressions targeting religious establishments. Additionally, this module introduces techniques for utilizing publicly accessible digital tools that assist in discerning potential hazards and cultivating apt responses to prospective CBRN situations. The fourth module accentuates the enhancement of comprehension and capabilities essential for neutralizing terrorist threats aimed at PWs and extensive religious assemblies. Its thematic breadth encompasses practical measures vital for safeguarding PWs—spanning churches, mosques, and other religious structures—through proactive threat identification and mitigation. Furthermore, this module provides an in-depth analysis of the intricacies of security management for PWs, emphasizing the essence of collaborative endeavors within the local community setting.

The curriculum divides itself into four main modules, each complemented by its sub-units:

Module 1: Module and Units

- *Unit 1.* Understanding the Suitable Target
- *Unit 2.* Understanding the Motivated Offender
- *Unit 3.* Understanding the Capable Guardian

Module 2: Strategies for Counteracting Threats against Places of Worship (PWs) – The European Union (EU) Dimension

- *Unit 1.* Preventing and Counteracting Terrorism
- *Unit 2.* Security by-Design for Places of Worship (PW)
- *Unit 3.* Introduction to Risk Assessment
- *Unit 4.* Vulnerability Assessment and Tools: VAT for Places of Worship and VAT Lite
- *Unit 5.* Technical Solutions for Places of Worship
- *Unit 6.* Competencies and Capacities of Religious Communities / Management of Places of Worship (PWs)
- *Unit 7.* Unmanned Aerial Vehicles (UAVs) at Places of Worship (PWs)

Module 3: Chemical, Biological, Radiological and Nuclear (CBRN) Threats

- *Unit 1.* Introduction to Chemical, Biological, Radiological and Nuclear (CBRN)
- *Unit 2.* Chemical Warfare Agents
- *Unit 3.* Biological Threats
- *Unit 4.* Radiological and Nuclear Threats
- *Unit 5.* Personal Protection Equipment and Decontamination
- *Unit 6.* CBRN Scenarios & Reaction Models

Module 4: Procedures and Practical Aspects of Protecting Worshippers and Religious Sites

- *Unit 1.* The practice of securing various Places of Worship (PWs) - Security Management and Multi-stakeholder Cooperation
- *Unit 2.* Planning Process to protect Religious Places and Events
- *Unit 3.* Threats Prevention, Protection & Detection
- *Unit 4.* Threats Response
- *Unit 5.* Post-Incident Response: Mitigating the Aftermath of an Attack

Modules Duration

The curriculum, totaling 52 hours, meticulously segments content:

- *Introductory Module:* 1 hour
- *Module 1:* 8 hours
- *Module 2:* 13 hours
- *Module 3:* 16 hours
- *Module 4:* 14 hours

INTRODUCTORY MODULE
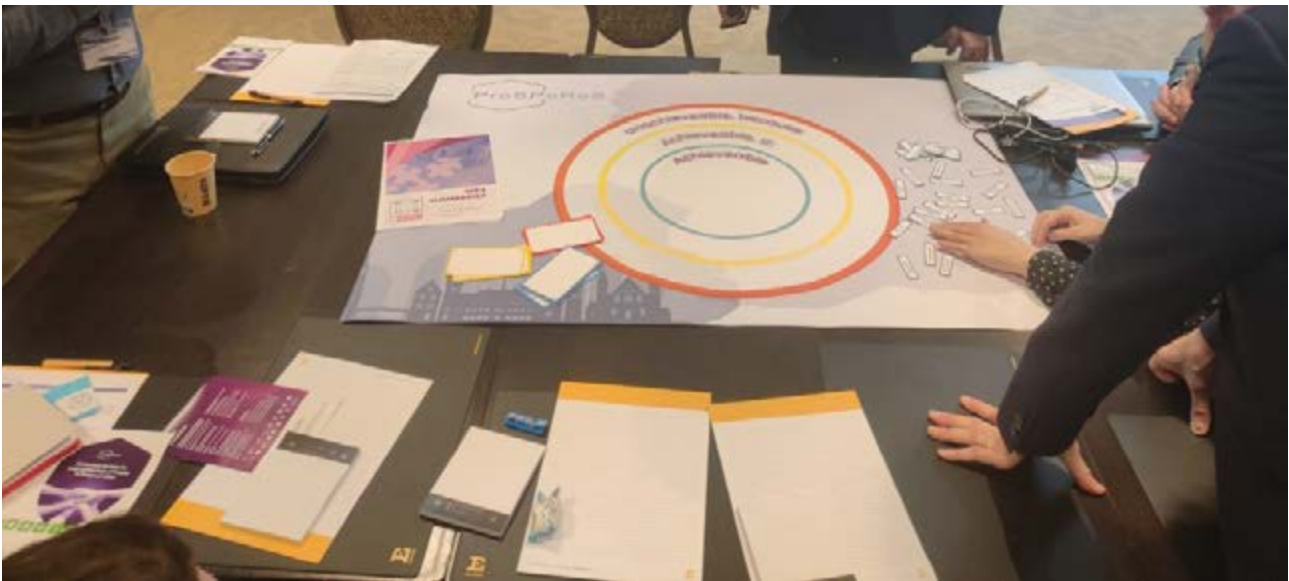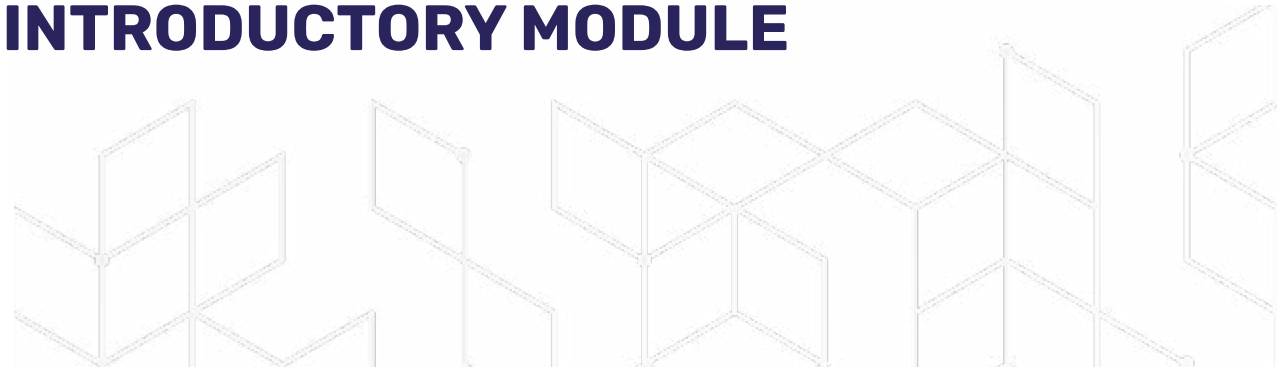
The introductory module outlines the ProSPeReS project's background, objectives, and training methods. It emphasizes the target audience, showcases the curriculum's modular design, provides module overviews, and introduces diverse training tools, including VR.

Introductory Module:
Introduction to the Training Curriculum

Module Summary

The introductory module serves as a foundational pillar to the subsequent content, ensuring readers and participants have a clear understanding of the project's background and objectives. It begins by shedding light on the project's genesis and its overarching aims. Following this, the module delves into the intricacies of the training programme and curriculum, laying out a broad perspective while underscoring its depth and range. Emphasis is placed on defining the target audience, ensuring that stakeholders are aware of whom the content is tailored for. A significant portion is dedicated to elucidating the modular approach, which is pivotal in understanding the structure and flow of the curriculum. This segment also provides a snapshot of the modules, offering a glimpse into their themes and the intended learning outcomes. Furthermore, participants are introduced to the varied training delivery mechanisms, ranging from traditional face-to-face materials to advanced e-learning resources and an immersive Virtual Reality (VR) demonstrator. The module culminates by offering guidance on how best to navigate and harness the potential of the ProSPeReS Training Curriculum, ensuring optimal engagement and learning outcomes.

Module Learning Objectives

This Module aims for learners to:

In terms of knowledge	In terms of attitude
Understand the origins and primary objectives of the ProSPeReS project	Appreciate the importance of a tailored curriculum that addresses the needs of a specific target audience
Comprehend the structure and design of the training programme, including its depth and range	Develop a proactive approach towards leveraging the ProSPeReS Training Curriculum for maximum benefit and engagement
Grasp the modular approach of the curriculum and its significance in shaping the learning experience	
Familiarize oneself with the various training delivery methods, from face-to-face interactions to e-learning and Virtual Reality (VR) demonstrations	

Module Duration

1 hour / 60 minutes

Materials / Equipment

- Training venue with necessary tech setup
- Facilitator's computer
- Internet Connection
- Projector
- Flipchart, markers, and sticky notes
- Sign-in sheet
- Devices for participants (optional)
- Notebooks and pens for participants

Lesson Plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 ProSPeRes Project *Lecture part* – Need – Mission – Vision – The Strategy for Implementing the Project Results – Objectives – Beneficiaries – Project Activities – Consortium	10 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Activity 2 ProSPeRes Training Programme *Lecture part* – ProSPeRes Training Curriculum – Booklet for Trainers – Booklet for Trainees	5 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Activity 3 Modular Approach *Lecture part* – Key Characteristics of the Modular Approach	5 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Activity 4 Modules Overview *Lecture part* – Modules and Units	5 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Activity 5 Face to Face Training Materials *Lecture part* – Overview – Training Methodology - Experiential Learning – Structure of Training Curriculum	10 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 6 E – Learning Training Materials *Lecture part* – Overview – Scenario Based Learning – Structure of Training Curriculum (E - Learning Mode)	10 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Activity 7 Virtual Reality (VR) Demonstrator *Lecture part* – Virtual Reality (VR) in General – Virtual Reality (VR) Demonstrator in ProSPeRes project	10 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Activity 8 How to utilise the ProSPeRes Training Curriculum *Lecture part* – Guidelines for Trainers: Implementing the ProSPeRes Curriculum Face-to-Face Materials – Guidelines for Users: Implementing the ProSPeRes Curriculum E – Learning Materials	5 min	Presentation	Computer Internet connection Projector	PPT_ Introductory Module
Unit Duration: 60 minutes				

MODULE 1
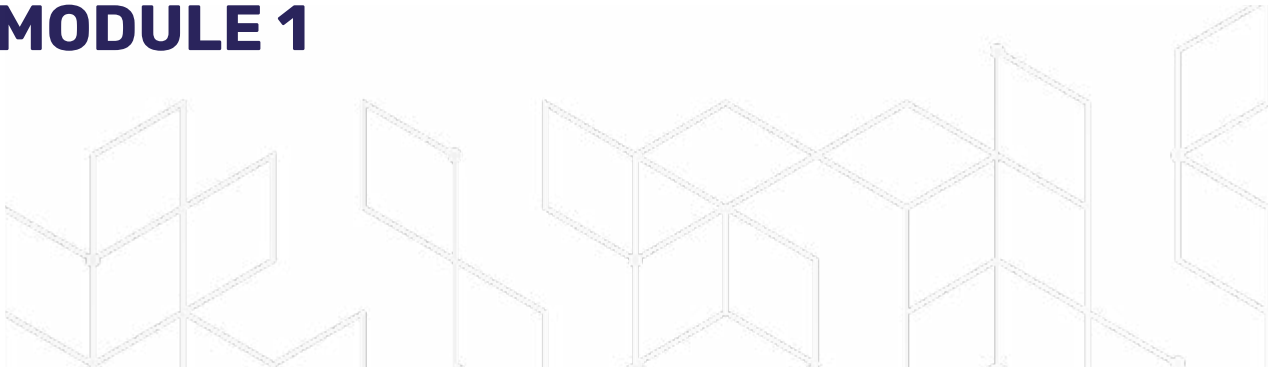
This module delves into protecting Places of Worship (PWs) from terrorist threats, focusing on targets, offenders, and guardians. It underscores PWs' symbolic significance, explores offender motivations, including European terrorism trends, and highlights strategies for PWs to employ guardians to mitigate risks and deter attacks.

Module 1:
Analysis of the Current State of Threats to Places of Worship (PWs)

Module Summary

This module equips learners with fundamental knowledge essential for contemplating the protection of Places of Worship (PWs) from potential terrorist threats. It examines these threats through three lenses: suitable targets, motivated offenders, and capable guardians. Initially, it elucidates the symbolic value of PWs and their crucial role in communities, factors that render them suitable targets. Subsequently, it explores the conditions that transform potential offenders into motivated ones, reviews ideological trends, types of terrorism prevalent in Europe, and emergent technologies that could be employed by such offenders. Finally, it integrates this information to pinpoint strategies by which PWs can leverage capable guardians to reduce their vulnerabilities and deter potential attacks.

Module Learning Objectives

This Module aims for learners to:

In terms of knowledge	In terms of attitude
Understand the important functions of PWs as parts of physical and social networks	Be able to identify PWs' risks and vulnerabilities as a direct consequence of their desirable functions and characteristics
Recognise the symbolic value of PWs and how their vulnerabilities increase with successful operation	Reconsider PWs as being embedded in larger and more complex social and physical contexts that have a direct influence on their security, functionality, and vulnerability
Understand the current threat landscape in Europe regarding terrorism	
Develop a basic understanding for the connection between the resulting vulnerabilities of PWs and their potential resilience	

Module Duration

8 hours / 480 minutes

Materials / Equipment

- Training venue with necessary tech setup
- Facilitator's computer
- Internet Connection
- Projector

- Flipchart, markers, and sticky notes
- Sign-in sheet
- Devices for participants (optional)
- Notebooks and pens for participants

Unit 1: Understanding the Suitable Target

Unit Overview

Routine activity theory explains that a likely offender can become a MOTIVATED offender (actually committing the act) if there is a suitable target (person or place) and the absence of a capable guardian. Additionally, risk factors can influence an individual into becoming a radicalised individual, scouting for suitable targets.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of attitude
Understand the basic principles of the routine activity theory by Cohen and Felson, which will form the helicopter view of the entire training	Understand the increase in chances of crime occurring when three elements are present. By defusing at least one of the elements, chances of crime will decrease
Obtain a basic understanding of the definition of a suitable target (person(s) or place)	Recognise which objects or individuals can be considered to become a suitable target for an offender (such as public spaces of interest, crowds or individuals)
Obtain a basic, conceptual understanding of vulnerability and resilience in an urban security context	Recognise vulnerability and resilience of PWs as connected characteristics that are related, draw from the same causes, and can be influenced
Understand PWs in a functional sense as places of shelter, connection, and congregation (spiritual, social, or physical)	Identify possible vulnerabilities by looking at a suitable target from the perspective of the offender – understanding that an open character of a place or space means that it is open to everyone, so also to likely offenders
Learn the basic components of situational crime prevention and their applicability to the protection of PWs	Recognise the impact of design choices on the vulnerability of a suitable target (such as a PW)

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 **Warm-up Exercise** The role of PWs in the protection of communities	15 min	Group Exercise	Computer Internet connection Projector	Worksheet 1_Module1_Unit 1
Activity 2 Introduction *Lecture part* – Introduction to Routine Activity Theory (RAT)	10 min	Presentation	Computer Internet connection Projector	PPT_Module 1_Unit 1

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 A suitable target *Lecture part* – PRoTECT Documentary – What is a suitable and a soft target? – What is a victim? – What is vulnerability? – The power of vulnerability and the biggest myth	40 min	Presentation	Computer Internet connection Projector	PPT_Module 1_Unit 1
Activity 4 A resilient target *Lecture part* – Resilience thinking – Bouncing back, bouncing forward (I) – Resilience thinking – key elements (II) – Resilience thinking – Who is in, who is out? (III)	20 min	Presentation	Computer Internet connection Projector	PPT_Module 1_Unit 1
Activity 5 A resilient PW *Lecture part* – PW as places and spaces of resilience – What defines a place of worship? – PW examined as places – PW examined as part of spaces – Resilience as prioritisation and trade-offs	25 min	Presentation	Computer Internet connection Projector	PPT_Module 1_Unit 1
Activity 6 Group Exercise	15 min	Group Exercise	Computer Internet connection Projector	Worksheet 2_Module1_Unit 1
Activity 7 Group Exercise	25 min	Group Exercise	Computer Internet connection Projector	Worksheet 3_Module1_Unit 1
Activity 8 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 1_Unit 1
Unit Duration: 160 minutes				

Unit 2: Understanding the Motivated Offender

Unit Overview

Routine activity theory explains that a likely offender can become a MOTIVATED offender (actually committing the act) if there is a suitable target (person or place) and the absence of a capable guardian. Additionally, risk factors can influence an individual into becoming a radicalised individual, scouting for suitable targets.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of attitude
Understand the basic psychology of terrorist offenders in terms of motives and intended outcomes – using again the Routine Activity Theory (a likely offender becoming a motivated offender)	Acknowledge terrorism as a complex topic that constitutes an ongoing and severe threat in EU territory
Analyse the emergence and environmental and individual risk factors of lone-wolf and digitally (self-)radicalised attackers and match this trend with recent social developments in the context of the COVID-19-pandemic	
Examine the EU terrorism landscape and conditions that enable terrorism in the EU context, including equipment and technology	
Investigate the symbioses between organised criminal networks, corrupted governmental structures, and right-wing extremism – reflect on their roots and their effects on society	
Distinguish the most common modus operandi of terror attacks with regards to threats to PWs	
Recognise 'typical' behaviour for radicalised individuals and thus will be able to identify likely offenders of a terrorist attack	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Warm-up Exercise Describe the profile of the terrorist	15 min	Group Exercise	Computer Internet connection Projector	Worksheet 1_ Module 1_ Unit 2

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 A suitable target *Lecture part* – Types of terrorism in Europe – The EU perspective (I) - Trends in the EU – The EU perspective (II) - – Key points – The current perspective – The COVID perspective (I) – The COVID perspective (II)	20 min	Presentation	Computer Internet connection Projector	PPT_Module1_Unit 2
Activity 3 Types of terrorism *Lecture part* – Terrorist attacks in the EU by type (2010-2021) – Terrorism-related arrests in the EU (2010-2021) – Types of terrorism- Religious (extremist) terrorism – Types of terrorism- Religiously motivated terrorism – Types of terrorism – Ethno nationalist and-separatist terrorism (I) – Types of terrorism- Ethno nationalist and-separatist terrorism (II) – Types of terrorism- Far-right and far-left extremism – Types of terrorism- Right-wing terrorism – Types of terrorism- Left-wing and anarchist terrorism	40 min	Presentation	Computer Internet connection Projector	PPT_Module1_Unit 2
Activity 4 Types of offenders & risk factors *Lecture part* – Types of offenders - Terrorist organisations and ideologies – Types of offenders – Lone actors	20 min	Presentation	Computer Internet connection Projector	PPT_Module 1_Unit 2

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 5 Risk factors for crime to occur ***Lecture part*** – Environmental risk factors – Twin studies - Back to Peter & Frank – Individual risk factors I – Individual risk factors II – The motivated offender	45 min	Presentation	Computer Internet connection Projector	PPT_Module 1_Unit 2
Activity 6 Group Exercise	20 min	Group Exercise	Computer Internet connection Projector	Worksheet 2_Module 1_Unit 2
Activity 7 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module1_Unit 2
Unit Duration: 170 minutes				

Unit 3: Understanding the Capable Guardian

Unit Overview

Routine activity theory explains that a likely offender can become a MOTIVATED offender (actually committing the act) if there is a suitable target (person or place) and the absence of a capable guardian. Additionally, risk factors can influence an individual into becoming a radicalised individual, scouting for suitable targets.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of attitude
Recognise the different well established capable guardians that can protect against terrorist attacks	Recognise PWs as physical parts of complex social networks beyond the boundaries of the individual property
Understand that PWs and citizens play an important role in creating capable guardianship	Recognise which objects or individuals can be considered to become a suitable target for an offender (such as public spaces of interest, crowds or individuals)
in their communities by connecting the dots and inviting other important stakeholders to protect their community together	Acknowledge the potential benefits of a multi-stakeholder approach to the protection of PWs
Understand that raising the level of security for the PWs can be ensured without compromising their mission, image, and openness to the worshippers	Recognise the importance of PWs as sources of social cohesion and network hubs for community resilience
Contrast the functional importance of openness and access for a PW's successful operation with the need for security	
Analyze the roles and potential contributions of different stakeholders for the protection of PWs	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Warm-up Exercise	20 min	Group Exercise	Computer Internet connection Projector	Worksheet 1_ Module1_Unit 3

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 Capable guardians *Lecture part* – Types of terrorism in Europe – The EU perspective (I) - Trends in the EU – The EU perspective (II) - – Key points – The current perspective – The COVID perspective (I) – The COVID perspective (II)	20 min	Presentation	Computer Internet connection Projector	PPT_Module1_Unit 2
Activity 3 Potential capable guardians *Lecture part* – What was a capable guardian again? And who is/can become one? – Multiple-helix approach – Public guardians - Member States – Public guardians - Local and regional authorities	40 min	Presentation	Computer Internet connection Projector	PPT_Module1_Unit 3
Activity 4 Group Exercise	35 min	Group exercise	Computer Internet connection Projector	Worksheet 2_Module1_Unit 3
Activity 5 Assessment Exercise	15 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module1_Unit 3
Unit Duration: 150 minutes				

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MODULE 2
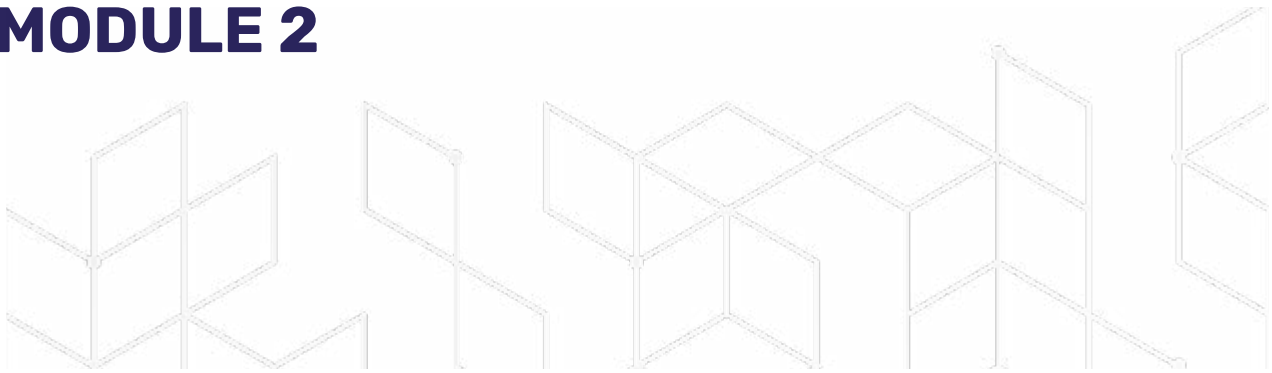
Module 2 trains religious personnel, first responders, and LEA staff on tools and concepts to safeguard EU religious sites from terrorist and other threats. Topics include prevention and counteraction of terrorism, security-by-design, risk assessment, tools for vulnerability assessment, technical solutions for PWs, community competencies, and UAVs at PWs.

Module 2:
Strategies for Counteracting Threats against Places of Worship (PWs) – The European Union (EU) Dimension

Module Summary

Module 2 aims to introduce religious personnel, first responders and law enforcement agency (LEA) staff to contemporary concepts and tools (hard and soft) that can be implemented for increasing the protection of religious sites in the EU against terrorist and other human-made threats. Specifically, the module will review (i) the prevention and counteraction of terrorism; (ii) security-by-design; (iii) risk and threat assessment; (iv) vulnerability assessment & tools; (v) technical solutions for places of worship (PWs); (vi) competencies and capacities of religious communities; and (vii) UAVs at PWs. This will be achieved through a mixture of theoretical training (presentations) covering various thematical UNITs and brainstorming sessions, or discussions, of case studies and interactive scenario-based exercises. Upon the completion of each UNIT, the trainees will be required to complete an Assessment Exercise in order for them to demonstrate their understanding of the taught material and for the trainers to verify that the training objectives have been met.

Module Learning Objectives

This Module aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Understand and identify different measures and contemporary approaches for increasing the protection of PWs	Carry out a Vulnerability Assessment (VA) using Vulnerability Assessment Tool (VAT) lite	Be aware of threats against PWs and relevant vulnerabilities
Identify the stakeholders responsible for the protection of a PW and their roles	Select appropriate solutions and actions for protecting PWs	Consider measures and solutions that can be implemented for increasing the protection of PWs
Recognize the threats generated from the use of Unmanned Aerial Vehicles (UAVs), their benefits and the requirement for using them at religious sites	Understand the role of religious stakeholders in the protection of PWs	

Module Duration

13 hours / 780 minutes

Materials / Equipment

- Training venue with necessary tech setup
- Facilitator's computer
- Internet Connection
- Projector
- Flipchart, markers, and sticky notes
- Sign-in sheet
- Devices for participants (optional)
- Notebooks and pens for participants

Unit 1: Preventing and Counteracting Terrorism

Unit Overview

This unit presents an overview of the EU's counterterrorism instruments at the transnational, national and the local levels, and shows the connection between the levels. Learners will learn about different stakeholders and their roles for the protection of PWs within the political framework of the EU.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Acquire an overview of the EU's counterterrorism instruments from the transnational, national and the local level	Know how and where to find practically relevant information and regulations for safeguarding their places of worship	Recognise terrorism prevention in PW as part of a multi-level, multi-stakeholder security project
Learn about the different levels of state response and the different stakeholders involved in effective counter measures		
Understand preventing and counteracting terrorism is an embedded part of this larger context		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 A Capable Guardian - EU Level - Together with Member States *Lecture Part* – The EU level capable guardian: What does the EU do to protect our Places of Worship? – Relevant activities in the EU: How does the EU protect its suitable targets against terrorism? – Relevant laws and regulations in the EU: Important publications to read – Challenges for the EU: Which challenges does the EU face? – Which instruments do we have in place?	25 min	Presentation	Computer Internet connection Projector	PPT_Module 2_ Unit 1

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 Group Exercise	30 min	Group Discussion	Computer Internet connection Projector	Worksheet_ Module 2_Unit 1
Activity 3 A Capable Guardian – Local and regional levels ***Lecture part*** Requirements and Options at the Local Level: – (I) – How do you know what is expected of the local level (possibly) capable guardian? – (II) – What factors do practitioners need to pay attention to on the ground, and where can they find the relevant information? – (III) – Event management regulations – (IV) – Regulations and standards	30 min	Presentation	Computer Internet connection Projector	PPT_Module2_ Unit 1
Activity 4 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 2_Unit 1
Unit Duration: 90 minutes				

Unit 2: Security by-Design for Places of Worship (PW)

Unit Overview

This unit is an introduction to the security-by-design concept. The content included is tailored to PWs, preserving the most common elements of the environment and taking into account the ease and accessibility of applying the solutions presented.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Obtain a basic, conceptual understanding of the security-by-design concept	Recognise the applicability of the security-by-design in their PW	Recognise vulnerabilities and strengths in PWs and choose specific methods from the security-by-design concept
Understand the connection between the interior and exterior design of PWs and their surroundings		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Introduction to the concept of security-by-design *Lecture Part* – The main elements of security-by-design	10 min	Presentation	Computer Internet connection Projector	PPT_Module 2_Unit 2
Activity 2 Landscape and landscape design *Lecture Part* – Architectural elements – Reference landscaping design	20 min	Presentation	Computer Internet connection Projector	PPT_Module 2_Unit 2
Activity 3 Zoning, traffic routes and physical surveillance *Lecture part* Requirements and Options at the Local Level: – Zoning and border between zones – Access control to a restricted area – Traffic routes – Physical surveillance and CCTV	50 min	Presentation	Computer Internet connection Projector	PPT_Module2_Unit 2

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 – Daily patrolling practice – CCTV – Closed Circuit Television – Physical barriers and territorial enhancement				
Activity 4 Security-by-design in practice – Examples ***Lecture Part*** – Discussion of examples – Tips for one's own security-by-design	25 min	Presentation	Computer Internet connection Projector	PPT1_Module 2_Unit 2
Activity 5 Group Exercise	20 min	Group Discussion	Computer Internet connection Projector	Worksheet_Module 2_Unit 2
Activity 6 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 2_Unit 2
Unit Duration: 90 minutes				

Unit 3: Introduction to Risk Assessment

Unit Overview

This Unit serves as introduction to risk assessment and related activities. It clarifies the role of risk assessment within the context of risk management and provides an overview of the processes it consists of, including the necessary steps and techniques to be considered.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Understand the general concept of risk management	Adopt a risk-based approach for the protection of PW and make informed decisions	Recognise vulnerabilities and strengths in PWs and choose specific methods from the security-by-design concept
Understand the process of risk assessment and its relation to threat and vulnerability assessment		
Identify the steps of risk assessment		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Introduction to risk assessment ***Lecture Part*** – Useful definitions – Risk, threat and vulnerability assessment – Risk assessment introduction – Risk assessment – for PWs – Places of worship risk assessment process summary – Risk assessment: Stakeholders – Risk assessment in the EU context – Risk assessment preliminary step – Risk identification (I) (II) (III) – Risk analysis – Risk evaluation – Risk register	75 min	Presentation	Computer Internet connection Projector	PPT_Module 2_ Unit 3

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 Risk assessment techniques *Lecture Part* – Risk Assessment Techniques (I) – Risk Assessment Techniques (II) – Risk Assessment Techniques (III) – Risk Assessment Techniques (IV) – Risk Assessment Techniques (V)	25 min	Presentation	Computer Internet connection Projector	PPT_Module 2_Unit 3
Activity 3 Threat Likelihood and Consequences *Lecture part* – Threat likelihood matrix – Threat consequences matrix	15 min	Presentation	Computer Internet connection Projector	PPT_Module 2_Unit 3
Activity 4 Group Exercise	20 min	Group Discussion	Computer Internet connection Projector	Worksheet_Module 2_Unit 3
Activity 5 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 2_Unit 3
Unit Duration: 140 minutes				

Unit 4: Vulnerability Assessment and Tools: VAT for Places of Worship and VAT Lite

Unit Overview

This unit focuses on the steps that may be followed for the implementation of a vulnerability assessment by a PW's management/operator. Specifically, it presents the approach of the EU Vulnerability Assessment Tool, based on which, the ProSPeReS project developed the quick VAT Lite tool, also included in the Unit.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Identify the steps of the Vulnerability Assessment Process	Demonstrate their understanding of the VA process by successfully completing a VA lite template	Follow a risk-based approach for the protection of PWs
	Identify potential threats and vulnerabilities against PWs	Be aware of potential threats and vulnerabilities at PWs
	Assess the likelihood and impact of threats	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Presentation of the VA methodology and VAT lite ***Lecture Part*** – Important definitions – Examples of Public Spaces of Interest – The need to protection religious sites against security threats – Vulnerability assessment (VA) – – An Introduction – Organisation of a vulnerability assessment – EU Vulnerability Assessment Tool (VAT) Methodology – Hypothetical site: Phase identification (PRELIMINARY STEP) – Vulnerability Assessment Methodology – ProSPeReS Vulnerability Assessment Tool (VAT Lite)	90 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 4

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 VAT lite Exercise	30 min	Group exercise	Computer Internet connection Projector	Worksheet_ Module 2_ Unit 4 (VAT Lite)
Activity 3 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Worksheet 1_ Module 2_Unit 4
Unit Duration: 80 minutes				

Unit 5: Technical Solutions for Places of Worship

Unit Overview

This unit presents the Equipment Recommendation Matrix, which is a general guideline for technical solutions used in public buildings. Not all of these solutions can be applied to every place, but the matrix suggests how the existing equipment could be applied. There are also recommendations for identifying solutions that should be used to eliminate gaps in a facility's security system for a given type and threat level. In this unit, learners will become familiar with state-of-the-art technology equipment; technical arrangements for the external premises, for entry points, and internal areas; first response equipment; and equipment recommendation matrix workshop.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Name different types of technical security solutions	Plan the appropriate technical solution for existing vulnerable points	Be ready, based on competencies, to revise the level of technical security solutions in PWs, striving to optimise costs and the effectiveness of technical security systems
Identify general vulnerable points in PW in terms of technical protection	Analyze needs in terms of technical security options for the protection of religious events	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Introduction	5 min	Presentation Demonstration	Computer Internet connection Projector	PPT _Module 2_ Unit 5
Activity 2 State-of-the-art technologies *Lecture Part* – State-of-the-art technologies (I) (II) (III) (IV) (V)	20 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 5
Activity 3 Equipment recommendation matrix *Lecture Part* – Equipment recommendation matrix (I) (II) (III)	15 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 5

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 4 Technical Arrangements for External Premises *Lecture Part* – Technical Arrangements for External Premises (I) (II) (III) (IV)	15 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 5
Activity 5 Technical Solutions for Entry Points *Lecture Part* – Technical Solutions for Entry Points (I) (II) (III)	10 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 5
Activity 6 Internal area technical arrangements *Lecture Part* – Internal area technical arrangements	10 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 5
Activity 7 First response equipment *Lecture Part* – First response equipment (I) (II) (II) (IV)	10 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 5
Activity 8 Group Exercise	20 min	Group Exercise	Computer Internet connection Projector	Worksheet_ Module 2_Unit 5
Activity 9 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Worksheet 1_ Module 2_Unit 5
Unit Duration: 110 minutes				

Unit 6: Competencies and Capacities of Religious Communities / Management of Places of Worship (PWs)

Unit Overview

This Unit presents different approaches PWs can take to increase their level of security by becoming a capable guardian. This includes selecting and integrating different organisational, technical, and design options to achieve security goals for the PW.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
Distinguish different areas of responsibility among the stakeholders in a PW	Organise responsibilities between religious staff and management regarding the protection of a PW	Understand themselves as important actors and local experts for securing PWs
Understand how to become involved in the protection of a PW		
Communicate with other stakeholders (e.g., with police in light of events, organise vulnerability assessments)		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Competencies and capacities of PWs ***Lecture Part*** – Gap analysis – Best practices – Staff as capable guardian – Good practices – PW as capable guardian – Good practices – Physical measures as capable guardian	35 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 6
Activity 2 Group Exercise	25 min	Group Exercise	Computer Internet connection Projector	Worksheet_ Module 2_Unit 6
Activity 3 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Worksheet_Module 2_Unit 6
Unit Duration: 60 minutes				

Unit 7: Unmanned Aerial Vehicles (UAVs) at Places of Worship (PWs)

Unit Overview

Unit 7 provides an overview of issues that surround the use of UAVs in public spaces, including in PWs. Its purpose is to familiarise trainees with drones and their types of use in general, the requirements for flying a drone in the EU for better understanding of the risks that the use drones may entail. Furthermore, a few case studies of recent incidents in the EU are presented that showcase the variety of accidents or malicious uses that can occur.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of attitude
Describe possible uses and risks of UAVs at PW	Be alert of potential unauthorized use of drones at their PW
Identify the general requirements for flying a UAV over PW	
Identify possible counter UAV solutions	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Unmanned Aerial Vehicles as a Threat and Opportunity *Lecture Part* – Describing UAVs (brief description of general categories) – UAV Applications and Benefits – UAV Applications and Benefits for Places of Worship – UAV as a Tool for Blackmail or Social Pressure – UAV as a Weapon – Foresight: Increase in Availability of Knowledge and Means	80 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 7
Activity 2 EU Legislation and Operational Requirements for the Use of UAVs *Lecture Part* – European Union Legislation – Unmanned Aircraft Systems (UAS) Flight Regulations – Unmanned Aircraft Systems (UAS) Operation Categories	60 min	Presentation	Computer Internet connection Projector	PPT _Module 2_ Unit 7

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 – Unmanned Aircraft Systems (UAS) – Flight Zones – Unmanned Aircraft Systems (UAS) flight – Obtain Airspace Situation Awareness and Submit Flight Requests				
Activity 3 Scenario Based Exercise	20 min	Group Exercise	Computer Internet connection Projector	Worksheet _ Module 2_Unit 7
Activity 4 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Worksheet1_ Module 2_Unit 7
Unit Duration: 170 minutes				

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MODULE 3
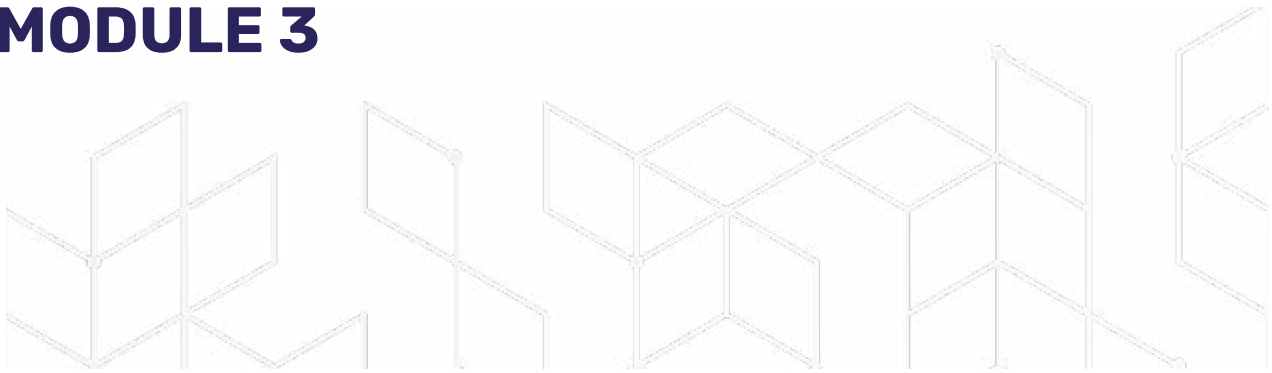
This module equips trainees to address chemical, biological, radiological, and nuclear (CBRN) threats at religious sites. It covers basic knowledge of CBRN agents, exposure routes, and protection measures. The module also offers skills for using public applications to identify hazards and respond to potential CBRN scenarios.

Module 3:
Chemical, Biological, Radiological and Nuclear (CBRN) Threats

Module Summary

The aim of this module is to provide trainees with foundational knowledge, basic skills and expected behaviors that are to be utilised in order to prevent, recognise and react to chemical, biological, radiological and nuclear (CBRN) threats at religious sites, such as terrorist attacks. More specifically, the module examines knowledge of elementary characteristics of CBRN agents, routes of exposure, prevention and protection measures towards these hazards. Moreover, it provides skills on applying publicly available applications that facilitate the recognition of hazards and the appropriate reactions and behaviours to potential CBRN scenarios developments. The key target group includes clergy, worshippers, PW administrators, religious event organizers and participants, as well as professional, volunteer, and spontaneous first and second responders (especially those whose daily routine does not necessarily relate to CBRN; although, they might be first to respond to CBRN in the PWs).

Module Learning Objectives

This Module aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
understand the need for CBRN protection in places of worship	utilize principal prevention and protection measures against CBRN threats	be ready to assist affected persons
describe the basic characteristic of key chemical, biological and radiological agents that might be used for CBRN attack	develop and use CBRN potential incidents scenarios for prevention and protection purposes in places of worship	be open for cooperation with relevant stakeholders before, during and after a CBRN incident
identify elementary vulnerabilities and ways of exposure to CBRN agents		
recognise potential CBRN incidents by symptoms and other indicators		

Module Duration

16 hours/ 960 minutes

Materials / Equipment

- Training venue with necessary tech setup
- Facilitator's computer
- Internet Connection
- Projector
- Sign-in sheet

- Devices for participants (optional)
- Notebooks and pens for participants
- Stationery elements box (yellow stickers, markers, pins, magnets, etc.)

Unit 1: Introduction to Chemical, Biological, Radiological and Nuclear (CBRN)

Unit Overview

The acronym CBRN stands for chemical, biological, radiological and nuclear (hazards). This unit gives a short look at the basic characteristics of these agents and explains the dangers and difficulties of the CBRN threats for PWs and other soft targets. To illustrate the lesson, the unit provides examples of real cases against soft targets.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
have general knowledge what CBRN means and what are their threats to Places of Worship	be able to obtain more relevant information on the subject	incorporate the preparedness and prevention methods to security plans and everyday activities

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 CBRN Basics *Lecture Part* – CBRN: An Overview – Threats of using CBRN	35 min	Presentation	Computer Internet connection Projector	PPT_Module 3_Unit 1
Activity 2 Example cases of CBRN against soft targets including places of worship *Lecture Part* – Chemical attacks – Biological attacks – Radiation attacks	20 min	Group Discussion	Computer Internet connection Projector	PPT_Module 3_Unit 1
Activity 3 Conclusions	5 min	Presentation	Computer Internet connection Projector	PPT_Module 3_Unit 1
Activity 4 Group Exercise	25 min	Group Discussion	Computer Internet connection Projector	Worksheet_Module 3_Unit 1
Activity 5 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 3_Unit 1
Unit Duration: 90 minutes				

Unit 2: Chemical Warfare Agents

Unit Overview

The unit provides key information on chemical threats including chemical warfare agents and toxic industrial chemicals. Both types of chemical agents might be used for terroristic purposes, therefore you will learn their main characteristics in order to distinguish between them, how they can enter the human body, what the symptoms are and their effects on the human body.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
understand the difference of definition between chemical agent and chemical weapon	be able to use effectively advices from different sources (e.g., first responders, guidebooks, etc.)	be aware of the implication of environmental effects to dissemination of chemical weapon agents and toxic industrial chemicals
name factors characteristic of chemical agents (ease of production, stability in storage, toxicity, routes of attack, time to effect and persistence)		
define general routes of exposure/entry		
know means of delivery and chemical ammunition colour codes		
name categories of chemical agents by divisions of persistency and classes		
describe the symptoms and effects of different chemical weapon agents and toxic industrial chemicals		
describe properties and effects of toxic industrial chemicals that might be used for chemical attack		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Introduction *Lecture Part* – Chemical Agents and Chemical Weapons – Characteristics of Chemical Agents – Categories and classes of chemical warfare agents (CWA) – Means of Delivery – Effects and Symptoms – Historical Overview of Chemical Weapons Use	120 min	Presentation	Computer Internet connection Projector	PPT 1_Module 3_ Unit 2
Activity 2 Toxic Industrial Chemicals *Lecture Part* – Classifying Hazard Index - Examples – Emergency Response Guidebook (ERG)	40 min	Presentation	Computer Internet connection Projector	PPT 2_Module 3_ Unit 2
Activity 3 Group Exercise	20 min	Group Exercise	Computer Internet connection Projector	Worksheet_ Module 3_Unit 2
Activity 4 Determination of Dissemination *Lecture Part* – Determination of dissemination – Grounds effects on chemical agents and field behaviour	70 min	Presentation	Computer Internet connection Projector	PPT 3_Module 3_ Unit 2
Activity 5 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 3_Unit 2
Unit Duration: 260 minutes				

Unit 3: Biological Threats

Unit Overview

The unit provides key information on biological threats that might be used for terrorist purposes. Therefore, you will learn the main characteristics of these types of agents through some examples of them. Moreover, you will learn the basic signals that indicate the possibility of biological agents being deployed as well as routes of exposure and entry to a human's body. Also, some key signs of potential reactions to this type of threat are provided.

Learning Objectives

Upon completion of this Unit, learners should be able to:

In terms of knowledge	In terms of skills	In terms of attitude
identify basic biological agents that may be used as biological weapons	respond appropriately to a potential biological event	behave in an allegedly contaminated area according to the agreed guidelines and instructions
acknowledge the means of biological weapon proliferation	efficiently communicate and cooperate with the services during/after a bio attack	
identify the symptoms of infectious diseases that are not specific to a particular population or geographical location		
identify unusual symptoms of illness in faithful		
recognize dangerous situations that may indicate a bio attack		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1	110 min	Presentation	Computer	PPT_Module 3_
Biological Threats *Lecture Part* – Biological Agents - Characteristics – Exposure routes – Biological attacks (indications and prevention measures) – Critical Biological Agents			Internet connection Projector	Unit 3

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 Group Exercise	30 min	Group Exercise	Computer Internet connection Projector	Worksheet_ Module 3_Unit 3
Activity 3 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 3_Unit 3
Unit Duration: 150 minutes				

Unit 4: Radiological and Nuclear Threats

Unit Overview

The unit provides you with basic information about radiological and nuclear threats with a focus on examples of common sources of radiation and radiological protection. The unit provides information about the characteristics of the most common radiological and nuclear agents that might be used for terrorist attacks and how to protect people against this threat.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
describe the characteristics of the most common radiological and nuclear agents that might be used for terrorist attack in the place of worship	protect people (worshipers) against ionizing radiation from radiological and nuclear sources in case of terrorist attack	be prepared for cooperation with relevant stakeholders before, during and after a radiological/nuclear incident
understand the symptoms of the presence of the radiological/nuclear sources (impact on people's behaviour/well-being, signs of presence)	recognise appearance of common radiological and nuclear agents as well as symptoms of presence of this kind of sources	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Introduction to Radiological and Nuclear (RN) Threats *Lecture Part* – Natural ionising radiation – Types of ionising radiation	15 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 4
Activity 2 Understanding the Fundamentals: Radiological and Nuclear Threats Explained *Lecture Part* – Contemporary Threats related to Radioactivity – Methods and ways of using radioactive isotopes as weapons and tools of terrorism – Nuclear Accidents	25 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 4

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 Common Sources of Ionising Radiation *Lecture Part* – Sources of natural Ionising Radiation – Designation of radioactive materials (ADR CLASSES) – Examples of Radioactivity source	25 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 4
Activity 4 Radiological Protection *Lecture Part* – Effects of irradiation on living organisms – Ionising Radiation Exposure and Radiological Protection – Reducing Exposure to Ionising Radiation: Guidelines and Practices	35 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 4
Activity 5 Group Exercise	20 min	Group Exercise (scenario discussion)	Computer Internet connection Projector	Worksheet_ Module 3_Unit 4
Activity 6 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 3_Unit 4
Unit Duration: 130 minutes				

Unit 5: Personal Protection Equipment and Decontamination

Unit Overview

The unit provides information on personal protective equipment and the basic methods used in order to remove CBRN agents from a human body (decontamination). You will learn how to select appropriate protective equipment to minimise contamination. If it is not possible to avoid being contaminated, you will then learn the crucial measures to decontaminate yourself and others as soon as possible.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
know the basic decontamination measures	put on and remove basic personal protection clothing	be able to support others with decontamination measures
identify appropriate protection measures towards the specific type of CBRN agent	conduct self-decontamination	cooperate with religious gathering organisers and first responders
understand the cross-contamination effect	prepare place and staff with proper protection equipment in advance	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Personal Protective Equipment *Lecture Part* – Respiratory protection – Skin protection	90 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 5
Activity 2 Group Exercise	30 min	Group exercise	Computer Internet connection Projector	Worksheet 1_ Module 3_Unit 5
Activity 3 Decontamination *Lecture Part* – Overview of Decontamination and Croos - decontamination – Types of Decontamination – Decontamination Agents – Decontaminating victims from spread – Dry Decontamination Methods	40 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 5

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 4 Group Exercise	30 min	Group Exercise (scenario discussion)	Computer Internet connection Projector	Worksheet 2_ Module 3_Unit 5
Activity 5 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 3_Unit 5
Unit Duration: 200 minutes				

Unit 6: CBRN Scenarios & Reaction Models

Unit Overview

The unit presents a deterministic method of analysing CBRN threats tailored to your own PW and/ or religious gathering you might be a part of (e.g., as an organiser). It explains the logic of the bow-tie method as a foundation for designing and evaluating scenarios and reaction models with support of a user-friendly Excel-based tool.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
understand deterministic character of CBRN incidents	illustrate basic potential scenarios for CBRN attacks in places of worship	be eager to discuss potential CBRN risks and reaction measures with relevant stakeholders
	plan and correlate potential reaction measures with specific CBRN scenarios	

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Introduction *Lecture Part* – Key Elements of Deterministic Analyses – Bow-Tie Method	30 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 6
Activity 2 CBRN Attacks *Lecture Part* – Examples of Chemical, biological, radiological Attacks	15 min	Presentation Discussion	Computer Internet connection Projector	PPT_Module 3_ Unit 6
Activity 3 ProSPeReS Scenarios & Reaction Models Tool *Lecture Part* – Demonstration and Functionalities	15 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 6

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 4 Scenario and Reactions Modelling ***Lecture Part*** – Scenario Building – ProSPeReS Scenario & Reaction Models Tool for CBRN Vulnerability Assessment – Defining Potential Consequences of CBRN Accidents in Your Place of Worship – Setting up Reaction Measures	40 min	Presentation	Computer Internet connection Projector	PPT_Module 3_ Unit 6 PROSPERES Scenarios & Reaction Models Tool
Activity 5 Group Exercise	10 min	Group Exercise	Computer Internet connection Projector	Worksheet _ Module 3_Unit 6
Activity 6 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 3_Unit 6
Unit Duration: 130 minutes				

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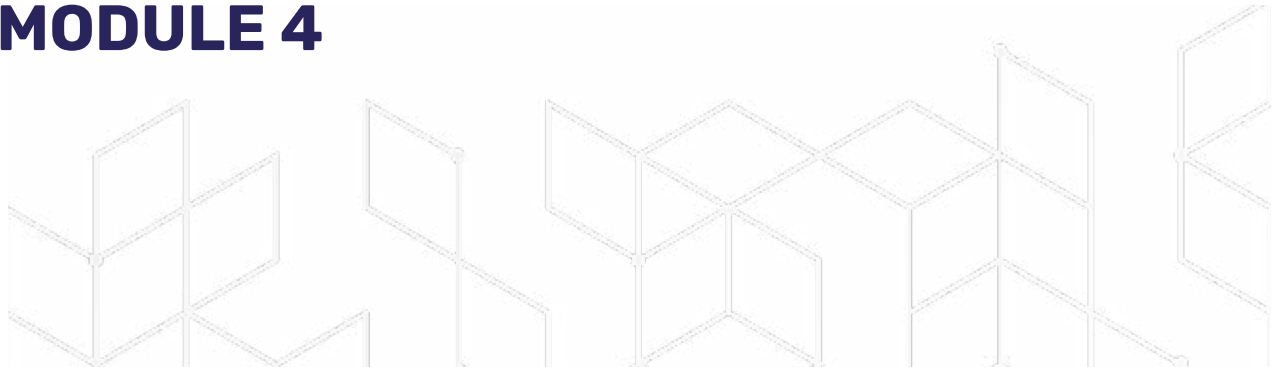PROSPERES. (n.d.). D 4.2. CBRN scenarios collection with reactions' models.

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MODULE 4

Module 4:
Procedures and Practical Aspects of Protecting Worshippers and Religious Sites

Module Summary

Module 4 aims to enhance the understanding and skills needed to counteract terrorist threats directed at places of worship (PWs) and large religious gatherings. Its thematic scope delves into the practical aspects of activities designed to prevent and detect threats, thereby protecting religious sites such as churches, synagogues, mosques, among others. A crucial component of this module is the emphasis on responding to severe threats, including terrorist incidents. Module 4 focuses on enhancing measures to prevent, detect, and respond, ensuring better protection of PWs. Furthermore, it examines the intricacies of PW security management and emphasises the importance of cooperation within the local context.

Module Learning Objectives

This Module aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
define key elements of security management in PWs	develop the plan to secure PWs and/or larger meetings of the faithful	be aware of the complexity of securing PWs
identify the stakeholders of the security process in the local environment in relation to large gatherings of worshippers and the protection of PWs	recognise the security needs of specific PWs	understand the role of security personnel in PWs, especially the religious leader or security manager
describe the basic types of security procedures for PWs	apply procedures and good practices for PWs	be ready to cooperate with multiple institutions to be proactive
define key elements of security management in PWs		be aware of the complexity of securing PWs
identify the stakeholders of the security process in the local environment in relation to large gatherings of worshippers and the protection of PWs		

Module Duration

14 hours / 840 minutes

Materials / Equipment

- Training venue with IT equipment including laptop and projector
- A computer for the Facilitator
- Internet Connection
- Projector
- Flipchart and markers

- Sign-in sheet
- Electronic device (mobile or computer) for each participant (optional)
- A notebooks and pen for each participant

Unit 1: The practice of securing various Places of Worship (PWs) - Security Management and Multi-stakeholder Cooperation

Unit Overview

Unit 1 presents places of worship as soft targets and specific public spaces in terms of security. It presents the learner with the multi-stakeholder context, the management of the PW, its structure, roles within it, infrastructure, practices, building and managing cooperation with multiple stakeholders and community, preparation of the plan to cooperate with multi-stakeholders of PWs. It provides theoretical input supported with examples of practical solutions. In this unit, learners become familiar with: Essentials to manage security in the PW; The role of LEAs and other stakeholders in the process of strengthening security for worshippers; Tips for activities to develop religious community awareness; Identify the security environment and the roles of PW staff, community, neighbours, LEAs, municipality etc.

Learning Objectives

This Unit aims to teach learners to:

In terms of knowledge	In terms of skills	In terms of attitude
enumerate various key elements of security management in PWs and the stakeholders of the security process in the local environment	assign proper roles to elements of security management in PWs	recognise PWs as specific public spaces and understand their special needs in security terms
list good practices, strategies of communication, and benefits of good infrastructure in the security of PWs	prepare a plan for multi-stakeholder and community cooperation	
explain the role of various key elements of security management in PWs also in relation to the stakeholders of the security process in the local environment		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Places of Worship (PWs) and their Unique Security Challenges: An Introduction *Lecture Part* – Places of Worship as Public Spaces – and Soft Targets – Security Challenges for PWs – Exploring Potential Solutions	30 min	Presentation	Computer Internet connection Projector	PPT 1_Module 4_ Unit 1

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 2 Group Exercise	20 min	Group Discussion	Computer Internet connection Projector	Worksheet 1_ Module 4_Unit 1
Activity 3 Multi-stakeholder Context in the Security of Places of Worship ***Lecture Part*** – Stakeholders: An Overview – Religious Leaders as Important Links between Stakeholders – External Stakeholders – Engagement in Places of Worship (PWs): Formal and Informal Ties with Stakeholders – Neighbouring and Residential Communities as Stakeholders – Additional Stakeholders – Good Practices	30 min	Presentation	Computer Internet connection Projector	PPT 2_Module 4_Unit 1
Activity 4 Group Exercise	20 min	Group Discussion	Computer Internet connection Projector	Worksheet 2_ Module 4_Unit 1
Activity 5 Essential Elements of Security Management for Places of Worship ***Lecture Part*** – Security Management Structure – Overview (Goals and Tools) – Security Management Structure – Key Elements – Community members & personnel – Security by Design – Multi-stakeholder and community cooperation – Risk assessment process – Security planning process	40 min	Presentation	Computer Internet connection Projector	PPT 3_Module 4_Unit 1

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 6 Building and Managing Multi-Stakeholder and Community Cooperation *Lecture Part* – The Importance of Building and Managing Collaboration – Characteristics of multi-institutional and community cooperation – Community safety and community policing – Building and managing multi-stakeholder and community collaboration – Good Practices/ Internal Stakeholders – Good Practices/ External Stakeholders	30 min	Presentation	Computer Internet connection Projector	PPT 4_Module 4_Unit 1
Activity 7 Preparing a Plan for Multi-Stakeholder and Community Cooperation *Lecture Part* – Basic steps to develop a Plan for Multi-Stakeholder and Community Cooperation – Key Considerations for Implementing a Plan for Multi-Stakeholder and Community Cooperation	30 min	Presentation	Computer Internet connection Projector	PPT 5_Module 4_Unit 1
Activity 8 Group Exercise	30 min	Group Discussion	Computer Internet connection Projector	Worksheet 3_Module 4_Unit 1
Activity 9 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 4_Unit 1
Unit Duration: 240 minutes				

Unit 2: Planning Process to protect Religious Places and Events

Unit Overview

In the frame of Unit 2, by identifying threats to a PW and defining the basic procedures and actions to prevent threats and respond in the face of danger, we will introduce course participants to the planning process for PW security. Basic issues regarding the religious event protection plan and the PW's security plan will be presented and discussed. In this unit, learners become familiar with: How to plan activities to better protect a PW; Current threats and procedures / approaches to countering them; Essentials of a PW security plan and of protecting a religious event.

Learning Objectives

This Unit aims to teach learners to:

In terms of knowledge	In terms of skills	In terms of attitude
identify threats and procedures (implemented by PWs, LEAs, fire services, and emergency services), and resources to counter the threats	elaborate a plan to protect PWs and worshippers - preparatory activities and the security of the faithful during a ceremony	consider various threat scenarios and be ready to plan the role of all relevant stakeholders in the event of a threat in a PW

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 EU Perspective on the security of PWs ***Lecture Part*** – EU Council conclusions on the protection of public spaces	10 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 2
Activity 2 Places of Worship as Soft Targets ***Lecture Part*** – Types of Attacks in Public Spaces – Protection of PWs (Regional Stakeholders) – Crisis management Cycle – LEAs General Practice at the Scene of a Terrorist Incident – Challenges to Protect Places of Worship	30 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 2

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 Security Planning Process ***Lecture Part*** – Security Plan – Security Measures and Activities – An Exemplary Plan for Securing a Place of Worship – An Exemplary Plan for Securing a Religious Event	30 min	Presentation	Computer Internet connection Projector	PPT_Module 4_Unit 2
Activity 4 Group Exercise	40 min	Table-Top Exercise	Computer Internet connection Projector	Worksheet 1_Module 4_Unit 2
Activity 5 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 4_Unit 2
Unit Duration: 120 minutes				

Unit 3: Threats Prevention, Protection & Detection

Unit Overview

Unit 3 presents the multidimensionality of the preventive actions to be taken in PW in the context of organising security before religious events. It introduces the learner to the role of coordinating activities at different organisational levels, including the role of assessing the vulnerability of the PW, intra-community cooperation, planning, and technical security for future events. In this unit, learners become familiar with: Role of security by design; Role of multi-stakeholder and community cooperation; Role of the risk assessment process; Role of the planning process.

Learning Objectives

This Unit aims to teach learners to:

In terms of knowledge	In terms of skills	In terms of attitude
describe the activities & good practices for the security of PWs and large gatherings of people.	assess the security situation in PWs in terms of possible threats.	be ready to strengthen the overall security of PWs.
define PW needs regarding security technology systems/ tools and devices.	apply proper safety & security solutions adjustable for PW.	be aware of the need for constant efforts concerning PW protection.

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Prevention *Lecture Part* – Security by Design – Multi-stakeholder and community cooperation – Risk Assessment Process – Planning Process – Guide for Evacuation Planning – Guide for Lockdown Planning	30 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 3
Activity 2 Protection *Lecture Part* – Zoning – Surveillance – First Response Equipment – Technical solutions	30 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 3

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 Detection *Lecture Part* – Technical Detection Tools – Personal Attention – Detection Procedures	30 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 3
Activity 4 Group Exercise	45 min	Table-Top Exercise	Computer Internet connection Projector	Worksheet_ Module 4_Unit 3
Activity 5 Assessment Exercise	5 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 4_Unit 3
Unit Duration: 120 minutes				

Unit 4: Threats Response

Unit Overview

This unit (4) provides a set of procedures to prevent, protect from, detect, respond to and mitigate the consequences of terrorist/extremist attacks at PWs and large religious gatherings and protect the relevant stakeholders. All the procedures should be implemented in accordance with any national laws or any regional or local regulations or conditions which may be different among Member States. In this unit, learners become familiar with: Managing a terrorist attack; The basic Run, Hide, Tell response to terrorist threats; Evacuation procedures during a terrorist/extremist attack; Procedures to deal with suspicious items/mail; Bomb threat response procedures; Procedures for checking the venue for suspicious items.

Learning Objectives

This Unit aims for learners to:

In terms of knowledge	In terms of skills	In terms of attitude
identify different types of threats	apply appropriate procedures in terms of the most probable threats	prioritise response efforts to efficiently protect worshipers and PW during an incident
describe a popper solution in responding to the specified threat	operate in a terrorist / extremist attack	be aware of the facility's strengths and weaknesses and crowd management in case of emergency to conduct a proper response

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 Guide for Incident Managers of Terrorist / Extremist Threats and Attacks *Lecture Part* – Steps by Incident Manager – Incident Manager Capabilities	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4
Activity 2 Guidelines for Public Safety During a Terrorist or Extremist Incident *Lecture Part* – Run – Hide – Tell	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 Evacuation in case of Terrorist/ Extremist Attack *Lecture Part* – Emergency Evacuation Steps for Terrorist or Extremist Incidents	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4
Activity 4 Suspicious Item of Mail, Package *Lecture Part* – Actions for discovered Suspicious Mail, Packages, or Substances	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4
Activity 5 Bomb Threat Response Procedures *Lecture Part* – Actions to take if a bomb threat-hoax is received	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4
Activity 6 Suspicious item Response Procedures *Lecture Part* – Actions to take when a suspicious item is discovered	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4
Activity 7 Checking the Venue for Suspicious Items *Lecture Part* – Effective Search Procedure for Places of Worship	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4
Activity 8 Procedures for staff of religious sites and worshippers / visitors *Lecture Part* – How to recognise the presence of possibly hazardous materials – How to stay as safe as possible while doing your job	10 min	Presentation	Computer Internet connection Projector	PPT_Module 4_ Unit 4

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 9 Emergency Procedures for the Place of Worship *Lecture Part* – Remove x3 Procedure – Evacuation – Informative Materials for Places of Worship – Recommendations that can be implemented by Worshippers and Visitors – Emergency Services: What Comes Next?	20 min	Presentation	Computer Internet connection Projector	PPT_Module 4_Unit 4
Activity 10 Group Exercise	30 min	Group Discussion	Computer Internet connection Projector	Worksheet_Module 4_Unit 3
Activity 11 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_Module 4_Unit 4
Unit Duration: 120 minutes				

Unit 5: Post-Incident Response: Mitigating the Aftermath of an Attack

Unit Overview

Unit 5 offers guidance on post-attack mitigation strategies. The content delves into key topics such as collaborating with Law Enforcement Agencies (LEAs) and on-field emergency services, imparting essential first aid and medical care to attack victims, and proper behavior at crime scenes, which encompasses handling traces, weapons, explosives, and hazardous materials, and ensuring smooth cooperation with LEAs. Through this unit, learners are equipped with the skills to render first aid, uphold the integrity of the crime scene, and effectively cooperate with relevant authorities on site.

Learning Objectives

This Unit aims to teach learners to:

In terms of knowledge	In terms of skills	In terms of attitude
describe the activities & good practices for cooperating with emergency and security services.	plan the activities & good practices for cooperating with emergency and security services	be ready to support and cooperate with emergency and security services
present key evacuation elements from the risk area	verify the ways to evacuate from PWs	be aware of the evacuation methods from the risk area and how to deliver support to the victims (families)
define the first aid and medical treatment for victims of the attack		

Lesson plan

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 1 ***Collaborative Efforts*** Enhancing Field Operations through Partnership with Law Enforcement Agencies and Emergency Services ***Lecture Part*** – Stakeholders in Counter-Terrorism Activities at Religious Sites – Stakeholders Cooperation	35 min	Presentation	Computer Internet connection Projector	PPT _Module 4_ Unit 5 Video Materials
Activity 2 Group Exercise	20 min	Group Discussion	Computer Internet connection Projector	Worksheet_ Module 4_ Unit 5

Learning Activities	Duration	Training Methods	Equipment	Training Materials
Activity 3 First Aid and Medical Care for Attack Victims *Lecture Part* – First Aid Procedures and Methods	60 min	Presentation	Computer Internet connection Projector	PPT _Module 4_ Unit 5
Activity 4 Behaviours at the Crime Scene *Lecture Part* – Navigating the Crime Scene: Actions Before Law Enforcement Arrival – Cooperating and Complying: Behaviours After Law Enforcement Take Charge	35 min	Group Discussion	Computer Internet connection Projector	PPT _Module 4_ Unit 5
Activity 5 Assessment Exercise	10 min	Assessment	Computer Internet connection Projector	Assessment Exercise_ Module 4_Unit 5
Unit Duration: 160 minutes				

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Unit 1

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Unit 3

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Unit 4

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Image References

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